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AN ANALYSIS AND EVALUATION OF  
THE MANAGERIAL ROLE OF SENIOR  
ENLISTED PERSONNEL IN THE U.S.  
MARINE CORPS

by  
CAPT John D. Friske, USMC

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AN ANALYSIS AND EVALUATION OF THE MANAGERIAL ROLE  
OF SENIOR ELITED PERSONNEL IN THE  
UNITED STATES MARINE CORPS

By

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### ACKNOWLEDGEMENTS

An endeavor such as this creates debts of many types to a variety of people. There is one debt, however, that ranks above all others -- that owed to my family.

To my wife, Roberts, is offered a sincere "thank you" for her understanding and encouragement.

To my children, Mary and Mildred, an equally sincere "thank you" for their many bright smiles given and for the normally mutually shared experiences that were foregone.

### Advertisement

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Chapter 10

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## INTRODUCTION

### Purpose and Scope

In recent years the Armed Forces of the United States have evidenced an increasing interest in the managerial roles performed by their members. Efforts toward identifying managerial functions, increasing managerial ability, and improving managerial performance appear to have been directed primarily toward the commissioned officers to the exclusion of enlisted personnel.

The existence of the managerial role at this level may not be recognized, thus contributing to the apparent lack of interest in this area. This study will attempt to determine if a managerial role does exist for enlisted members of the Armed Forces.

Specifically this work attempts to correlate the activities of the individuals in the two highest enlisted pay grades of the U. S. Marine Corps with the activities of managers as an aid in establishing the existence of this managerial role. (These pay grades and the titles associated with each are: E-8, First Sergeant or Master Sergeant; and, E-9, Sergeant Major or Master Gunnery Sergeant.)

There is no attempt made to examine the training given to either managers or these enlisted personnel for their respective positions or functional areas. Neither is there an attempt made to examine the processes whereby individuals in these groups are selected for their positions. Both



of these areas appear to be relevant to the subject but of such magnitude in themselves that they could not be covered thoroughly in a work of this nature.

### Data

In conducting the research for this study, interviews were held with officers and civilian employees at Headquarters U. S. Marine Corps, who are involved, in a variety of capacities, with the Marine Corps personnel function. In addition to these interviews these persons, and others at Headquarters, afforded access to unpublished data from files in their offices.

Literature and official government documents pertinent to this area were also utilized as a basis for portions of this work.

Credence in the validity and reliability of information from pertinent literature in the field was based on reasonableness and the preponderance of thought expressed by authors in a given area. Government documents, interviews, and unpublished material were evaluated individually, and against each other in some cases, for their common rationale. In other instances these sources were weighed in accordance with experiences and observations drawn from nearly ten years of active duty as a commissioned officer in the U. S. Marine Corps.

### Presentation

Chapter I is a presentation of the functional role of a manager and a brief discussion of the various levels at which managers function. Chapter II discusses, briefly, the origin of pay grades E-6 and E-9 and,





at greater length, presents activities considered to be universally normative to personnel in these pay grades in the U. S. Marine Corps. An attempt is made to correlate the functional role of the manager with the activities of individuals in pay grades E-8 and E-9 in Chapter III. The final chapter presents the conclusions drawn from this correlation and suggests areas of further study.





## CHAPTER I

### THE FUNCTIONAL ROLE OF THE MANAGER

#### Introductory

The functional role of the manager may be thought of as the answer to the question -- What does a manager do?

In answering such a question, or in determining this functional role of the manager one must understand the terms "functional role" and "manager."

The natural or characteristic action of a thing is meant when applying the term "function." In other words, what one does. "Applied to management, the term 'function' means the activities which managers undertake as managers."<sup>1</sup> A "role" may be thought of as a part or "a collection of patterns of behavior."<sup>2</sup> In the management meaning it is a real world part as contrasted to the fictional role or part of a stage play. A "functional role" then, may be thought of as a normative concept -- a generalization of what is undertaken or done rather than specific action in a specific situation.<sup>3</sup>

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<sup>1</sup>Harold Koontz and Cyril O'Donnell, Principles of Management (New York: McGraw-Hill Book Co., Inc., 1952), p. 41.

<sup>2</sup>Ralph H. Turner, "Role-Taking, Role Standpoint, and Reference Group Behavior," American Journal of Sociology, LXXI, (January, 1956), p. 316.

<sup>3</sup>Joseph W. McGuire, Theories of Business Behavior (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 179.

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A "manager" is obviously the individual who manages; a participant in management. He is a part of the process of running an enterprise as distinguished from the hierarchical structure of the enterprise. This process is a combination of activities performed by individuals. The performance of these activities with ability and skill are the identifying characteristics of managers.<sup>4</sup> Coupled to these activities or functions of a manager is the key that differentiates the manager from the non-manager. This key is responsibility. Responsibility for the quality of synchronized effort.<sup>5</sup>

The "functional role of the manager," then, is a generalization about the activities performed by an individual which affect the quality of synchronized effort in an enterprise and for which the individual is responsible. Such a generalization is applicable to any form of organized activity and applies to all levels within the scalar hierarchy of such an organization.<sup>6</sup>

The next section is a listing of the functions of a manager. It is comprised of thoughts from both classic and modern authorities. As such, it is a synthesis of both their explicitly written thoughts and the various inferences drawn from such expressions.

### Functions of Managers

1. Planning is essentially the how, what, when, and where of an

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<sup>4</sup>George R. Terry, Principles of Management (Homewood, Illinois: Richard D. Irwin, Inc., 1953), p. 5.

<sup>5</sup>Roentz and O'Donnell, p. 39.

<sup>6</sup>Henry H. Albers, Organized Executive Action (New York: John Wiley and Sons, Inc., 1962), p. 51.





organization or a portion thereof. It can be either narrow or broad in scope insofar as this is related to the organization. It can involve a time frame of an hour, day, week, month, year, or longer span of time. It may be an individual or group effort and may be directed at either an individual or group, an item, process, or concept. Planning is a necessary function of the manager in that it delineates the things to be done and, either generally or specifically, the way in which these things will be accomplished. In short, it establishes and attaches a time reference to objectives or goals and the methods whereby these are to be attained.<sup>7</sup>

Necessarily planning involves a forecast. It is an attempt to preview events of the future within the applicable environment of the organization and the manager(s) of the organization.<sup>8</sup> Planning becomes

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<sup>7</sup> Ibid., p. 300.

David S. Brown, Professor of Public Administration at The George Washington University, "The Functions of the Manager," Unpublished paper, (Washington, D.C.: 1965). (mimeographed.)

Luther Gulick, Administrative Reflections From World War II (University, Alabama: University of Alabama Press, 1948), pp. 77, 86.

Luther Gulick, Papers on the Science of Administration (New York: Institute of Public Administration, 1937), p. 13.

Harold Koontz, "The Role of the Manager" from "Challenges For Intellectual Leadership in Management;" address at National Academy of Management meeting, Boston, Mass., December 28, 1963. (mimeographed.)

Koontz and O'Donnell, pp. 34-37.

Albert Lepawsky, Administration (New York: Dorset Books, Inc., 1949), p. 5.

Terry, pp. 5, 8.

<sup>8</sup> Albers, p. 204.





a forecast, also, in that the planner attempts to predict the course of events or influence the actions which will, in turn, mold these events or cause them to take place.

More specifically, planning is the process of looking ahead in one's own mind or the synthesis of such a view from the minds of many. As such it involves concentrated thought following some form of explicit or implicit methodology. Such thought is often directed toward the limiting or strategic factors involved;<sup>9</sup> but, though concentrating upon these, will also include all of the more common or prosaic factors. The objective being to place all of the factors or influences that will have an effect in the desired form or direction of motion. In this respect, then, planning can be considered as seeking to overcome limitations regardless of the form or manner in which these are manifested.

In accomplishing this, as it is when regarded in its totality, planning becomes or is the process of selecting from alternatives. Such alternatives being inclusive of both the total number of possible objectives and the totality of the ways and means whereby these would be attained. Ultimately planning arrives at a decision or series of decisions which may take the form of policies, procedures, programs, etc., -- in other words a scheme or plan.<sup>10</sup>

Planning is thus both a decision and results in decision(s). It

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<sup>9</sup>The limiting or strategic factors are those which are considered the most critical to the attainment of the desired goal. An example might be machine time of a peculiar type where there is a relative abundance of other factors such as material, power for the machine, skilled labor, etc. Albers, p. 310.

<sup>10</sup>Ibid., pp. 310-311.

The second set of results is reported in Table 2. The first column shows the results for the first set of regressions, and the second column shows the results for the second set of regressions. The third column shows the results for the third set of regressions, and the fourth column shows the results for the fourth set of regressions.

The first set of results shows that the first set of regressions is significant at the 1% level. The second set of results shows that the second set of regressions is significant at the 1% level. The third set of results shows that the third set of regressions is significant at the 1% level. The fourth set of results shows that the fourth set of regressions is significant at the 1% level.

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either establishes or helps to establish objectives, priorities, standards, and the outline of methodologies or techniques to be utilized. Inherently, then, it must also have the characteristics of: unity, as to both purpose and accomplishment; continuity, of thought and forecast action; and, be flexible as to the consideration of those events or factors which would exert an influence either directly or indirectly. In embodying these considerations planning becomes the totality of thinking through and arranging the means or steps toward a goal or objective; the establishment of such a goal; and all that is included therein.<sup>11</sup>

2. Organizing is closely akin to and may be thought of as a corollary to control. It is the act of building the frame within which control operates in that it seeks to establish the general relationships among, or provides for, activities necessary to the attainment of

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<sup>11</sup>Ibid., p. 298.

Charley H. Brooded, Essentials of Management for Supervisors (New York: Harper and Brothers, 1947), p. 17.

Henri E. Fayol, General and Industrial Management, trans. C. Storrs (London, England: Sir Isaac Pitman and Sons, Ltd., The Pitman Press, 1954, reprint), p. 45.

Henry C. Hodges, Management (Boston, Mass.: Houghton Mifflin Company, 1956), pp. 23, 32.

Justin G. Longenecker, Principles of Management and Organizational Behavior (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), pp. 25-26.





objectives.<sup>12</sup> Care should be taken to distinguish the act of organizing from the term applied to the formal structure of an enterprise. In this context reference is made to the act as opposed to the structure within which actions take place. It should be noted that what is applied to the whole of the enterprise applies equally to its various subdivisions.

The objective of organizing is to provide for everything useful or essential to the enterprise -- material, equipment, people, capital, etc. In the economic meaning of the terms these would be its resources or prime factors of production. And, as a furtherance of providing these prime factors, to arrange them in a semi-formal structure which is variously referred to as an organization or enterprise.

This arrangement may be considered as the subdividing of work into semi-permanent patterns in that processes and people are placed in a pattern; duties, roles, and responsibilities are defined; and provision is made for the coordination, direction, and control of the various work

<sup>12</sup>Albers, p. 169.

Broaded, p. 79.

Fayol, pp. 53, 73.

H. C. Matcalf and L. Urwick (ed.), Dynamic Administration: The Collected Papers of Mary Parker Follett (New York: Harper and Brothers, 1940), p. 258.

Catheryn Seckler-Hudson, Organization and Management: Theory and Practice (Washington, D.C.: The American University Press, 1955), pp. 59, 62-63.

Kouss and O'Donnell, pp. 21, 34-37.

Lepawsky, p. 5.

Terry, pp. 5-6, 8.





subdivisions. Organizing is, therefore, the act of relating the totality of the activities of the organization to the objectives of the organization and to each other.<sup>13</sup>

Included within the broad function of organizing is the activity of staffing. Staffing may be thought of as the provision for personnel and their arrangement in the formal structure. It is also distinct and separate from the actions necessary to obtain personnel. These would fit the broad categories of procurement and/or training.<sup>14</sup>

3. Communicating is basically the active, as opposed to passive sharing or dissemination of information. It may take place between two people; be transferred from one person to several; proceed from several people toward an individual; or transfer from one group to another group almost simultaneously. There is no specific form for communicating. It may be oral, written, or take any other character which utilizes signs, symbols, signals, etc., to convey meaning.<sup>15</sup>

<sup>13</sup> Broadbent, p. 25.

Fayol, p. 53.

Gillick, Papers on the Science of Administration, p. 13.

Longenecker, pp. 27-28.

Terry, p. 6.

<sup>14</sup> Gillick, Papers on the Science of Administration, p. 13.

Koontz and O'Donnell, pp. 34-37.

<sup>15</sup> Albers, pp. 60, 61, 169, 57.

Brown.

Hodges, pp. 86-87.

Koontz.

Koontz and O'Donnell, pp. 73-75, 310, 360.

Longenecker, pp. 438-439.



The broadest interpretation of the meaning of communicating would be that it is a transfer of information. This transfer is the key whereby management molds organizational behavior.<sup>16</sup> It is of primary importance in planning, controlling, coordinating, decision-making, and every other function performed by the manager in that each of these requires such a transfer of information to actually become a function.<sup>17</sup>

This transferring of ideas or information has three directions in which to travel. It flows down, up, and horizontally; from senior to junior, from junior to senior, and between contemporaries. Such flows do not occur simultaneously nor necessarily with the same item of information. They merely indicate the directions in which information should and does flow.

Reporting and recording are lesser included aspects of communicating. Reporting, or the transfer of information concerning the behavior of events or processes is a peculiar aspect of communicating and neither separable nor distinct.<sup>18</sup> Recording is self-explanatory as the act of placing information in some form amenable to retention over a period of time.

4. Decision-making means the arriving at a conclusion based upon

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<sup>16</sup> Albers, p. 310.

<sup>17</sup> Ibid., pp. 49, 327, 330, 347, 367, 534.

Brown, paper.

Koontz, paper.

Koontz and O'Donnell, p. 310.

<sup>18</sup> Gulick, Papers on the Science of Administration, p. 13.





a set of facts. Implicit in this is the selection of a particular course of action from such a conclusion. Such course of action need not, however, manifest itself actively. An example of a non-active course of action following a conclusion would be to do nothing.

Decisions may be made with respect to either means or ends. That is, they may be concerned with how, or by whom, and when -- means. Or they may be concerned with where, what, and when -- ends. This function, then, is all pervasive in that there is implicit in every other function a number of alternatives from which to choose -- even if such alternatives are as simple as whether to do, or not do, a particular thing.<sup>19</sup>

Decision-making requires identification or awareness of a problem, either implicitly or explicitly. This is characteristically followed by a conscious or subconscious search for alternatives and an evaluation of these. This phase of the process is followed by the choice of one of the alternatives from among those available. Again, this process may be a conscious effort or a result of intuitive inner working of the mind. Information concerning the decision must then be transferred to those affected or otherwise involved.

A great portion of this act of decision-making may be intuitive but generally it concerns itself with both means and ends. This act is a peculiarly necessary adjunct to planning, coordinating, controlling,

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<sup>19</sup>Brown, paper.

Gulick, Papers on the Science of Administration, p. 13.

Koontz, paper.

Longenecker, pp. 123-125.

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and so forth. This is because it is inherent to these functions or manifests itself in all facets of the managerial role.<sup>20</sup>

5. Directing is a two fold guidance activity which is performed by a manager. It is a close corollary to coordinating but may be distinguished from it in that it manifests itself in two distinct manners. Essentially it may be likened to the act of focusing activities just as a camera is adjusted to provide a sharp, clear picture.<sup>21</sup>

In one form, directing becomes the implementation of policy in that the activities of the organization are aimed or guided toward the goals sought. The second form which it takes is that of an action specifically aimed at an individual to guide him along a selected path. In this sense it may be thought of as the guidance and overseeing of subordinates. Here the distinction between directing and coordinating is more easily discernible in that the former is oriented toward people

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<sup>20</sup> Albers, pp. 201-202, 218-219, 227, 451, 532-533.

Brooded, p. 58.

Longenecker, pp. 123-124, 127, 128.

Koontz and O'Donnell, pp. 34-37, 310-312, 429.

Terry, p. 244.

<sup>21</sup> Brown, paper.

Gulick, Papers on the Science of Administration, p. 13.

Koontz, paper.

Koontz and O'Donnell, p. 337.

Longenecker, pp. 30-31.

Terry, p. 5.





whereas the latter includes processes, materials, etc.<sup>22</sup>

Finally, directing must be distinguished from the closely related function of leading. Leading includes motivation of the personnel involved whereas directing may be thought of as indicating the path to be followed without necessarily supplying any influence to overcome inertia against moving in that direction.<sup>23</sup>

6. Commanding may be thought of as a form of directing but it is more specific than that function. In essence it may be considered as personal control. A simple analogy may serve to clarify the various distinctions being made.

Commanding may be distinguished from directing and controlling if one will reflect on the process whereby traffic is caused to flow through a city. Upon such reflection the impression of one-way streets indicates that movement is guided in a certain manner. Also, it is apparent that there is movement in a commonly oriented manner along the same side of each street. This is analogous to directing.

Controlling is discernible in the use of signals such as stop-lights or a policeman's whistle. These serve to channelize traffic or

<sup>22</sup>Koontz and O'Donnell, pp. 34-37.

Longenecker, pp. 30-31.

Terry, p. 6.

<sup>23</sup>Albers, p. 282.

Broadbent, p. 13.

Hodges, pp. 23, 82.

Longenecker, pp. 30-31.



cause it to move together. Thus, controlling causes the traffic to conform to direction.

The actual rendering of the signals is distinct from their purpose or existence. An action such as the blowing of a whistle by a policeman would then be an example of commanding. In this sense it is the act of personal control already mentioned as a conceptual base for understanding this function.

Commanding is thus the act of giving an order. As such it involves the direction of a specific person or group to do, accomplish, or otherwise take specific action or desist from taking such action. It is the act of personal control in that it emanates from an individual and is directed toward people. (It is obvious that one cannot command an item of property to do thus and so.) A final aid to understanding of commanding is that it can be thought of as the implementation of rules or regulations by an individual. Rules or regulations being, in effect, nothing more than guides for uniformity in action.<sup>24</sup>

Implicit in commanding is the concept of authority. This is the right to give such a command and to require compliance with it. Authority can be considered as the right to prohibit or direct actions and is therefore essential to the function of commanding. It is equally implicit

<sup>24</sup>Albers, pp. 35-36.

Chaster Barnard, Organization and Management (Cambridge, Mass.: Harvard University Press, 1952), p. 1.

Broadbent, p. 20.

Payol, p. 73.

Terry, pp. 501-502.



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that commanding is necessarily coupled to many of the other functions of the manager. Among these functions would be decision-making, communications, planning, and so on -- any which require adherence to general guidelines where such adherence can only be attained through authoritative communicating or order giving.<sup>25</sup>

7. Controlling is often thought of as a corollary of coordination. This function may be considered separate from coordinating in that it deals with the various parts which go to make up the entity sought by coordination. It may also be thought of as dealing with the entity created through coordination. In either case, control deals with the regulation of the present (although sometimes anticipating the future) whereas coordinating deals with the harmonious creation of the present.<sup>26</sup>

Controlling is essentially a current action which deals with men, materials, and processes. It has as its objective the conformity

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<sup>25</sup>Broaded, pp. 57-58.

Koontz and O'Donnell, pp. 401-402.

Lepawsky, p. 5.

Longenecker, pp. 348, 349.

Terry, pp. 14, 294, 498.

<sup>26</sup>Broaded, pp. 12, 80.

Brown, paper.

Hodges, pp. 23, 82.

Koontz and O'Donnell, pp. vi, 545.

Longenecker, pp. 1, 32, 459, 460.

Terry, p. 267.



with plans through the regulation of activities. It seeks to compel events (of which people, things, and concepts are a part) to conform to an already decided upon objective. In short it seeks to channelize efforts.<sup>27</sup>

In the analogy of traffic flow within a city, control is the system which channelizes the movement. As such it is separable and distinct from co-ordination. Coordination would be the proper interaction of lights, streets, etc., so that traffic would flow smoothly. Control would be the lights along a particular street in this analogy. It should be noted that these factors are, however, closely interwoven conceptually with commanding and directing and can be difficult to isolate distinctly.

Implicit in consideration of the control function, and to a lesser degree the coordinative, is that there must be standards against which to judge the performance of men, material, or processes. Control must measure or compare the current situation with these standards and then regulate so that quality matches the standards or better than. Further, it must include the location and correction of mistakes or errors in order both to adhere to standards and to fulfill the regulatory

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<sup>27</sup>Albers, pp. 61, 69.

Broaded, p. 66.

Roontz and O'Donnell, pp. 34-37.

Terry, pp. 5, 6, 8.





aspect.<sup>28</sup>

6. Coordinating is the timed dovetailing of all operations, whether they involve men, material, or both, so that they merge into a harmonious entity. It may be inferred from this that coordinating, in the ultimate sense, assures success in that it blends everything and everyone in an enterprise together. Such blending being the proper amount, to the correct degree at the precise time, in the best manner to relate these to the objectives of the organization.<sup>29</sup>

More specifically, coordinating is the causative factor necessary to the smooth intermeshing which results from the proper inter-relating of the various parts comprising the whole. It is ensuring the proper

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<sup>28</sup> Albers, pp. 291, 322, 429.

Broaded, p. 119.

Koontz, paper.

Longenecker, p. 460.

Margaret G. Reid, Consumers and the Market (3d ed., New York: Appleton-Century-Crofts, Inc., 1942), p. 447.

<sup>29</sup> Brown, paper.

Fayol, pp. 19, 39.

Gulick, Papers on the Science of Administration, p. 13.

Hodges, p. 69.

Seckler-Hudson, p. 59.

Koontz and O'Donnell, pp. 26, 34-37.

Lapavsky, p. 5.

Terry, p. 6.





amount, time, and place for each and every contributory factor. And it is ensuring that these are set in the proper alignment with the desired priority or classification.<sup>30</sup>

Coordinating may be limited to as few as two factors or may approach infinity with regard to the number of variables involved. It may take place immediately or it may be a pre-arrangement with regard to certain foreseen eventualities. It can never be after the fact of achieving the entity or objective and requires, for its proper application, the use of individual initiative on the part of the manager.<sup>31</sup>

9. Leading, or the function of leadership, is the use of individual ability, either by intent or accident, in influencing others to move willingly toward the achievement of a common, mutual goal. It includes motivating the people being acted upon or with. Such motivating being the instilling in the individual, or bringing to the fore, the

<sup>30</sup> Albers, p. 169.

Broaded, p. 79.

Fayol, pp. 39, 73.

Gulick, Administrative Reflections From World War II, pp. 81, 91, 96.

Moontz and O'Donnell, p. 360.

<sup>31</sup> Broaded, p. 79.

Hodges, pp. 69, 82-83.

Longenecker, p. 1.



personal compulsion to act in this desired manner.<sup>32</sup>

Leading transcends the boundary of pure directing (in the individual application) in that the individual not only knows the path to be taken but voluntarily strives for the end of that path. In its broadest form human relations (human behavior) would include leading and motivating. However, the pervasive character of leading, in that it is actively manifested in the other managerial functions -- and the fact that it is generally considered as a unique facet of the broad field of human behavior, cause it to be considered as a separate function.<sup>33</sup>

Leading, then, may be thought of as the activity of persuading people to cooperate willingly in the attainment of an objective held in common between the leader and those people. In essence it is the ability or act of getting people to do a thing because they want to rather than because they have to. In addition, leading indicates the thing(s) to be

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<sup>32</sup>Chester I. Bernard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1938), p. 260.

Breasted, pp. 59, 93, 99.

Hodges, p. 50.

Koontz and O'Donnell, p. 69.

Lepawsky, p. 9.

John W. Riegel, Executive Development (Ann Arbor, Mich.: University of Michigan Press, 1952), p. 14.

Terry, p. 227.

<sup>33</sup>Albers, p. 466.

Koontz and O'Donnell, pp. 69, 75.

Longenecker, p. 400.

Terry, p. 231.



The second condition is that the government should  
 always give the opportunity, every year, to the business community  
 to be heard on the subject of the government's policy. This  
 should be done by the government, by the business community, and by  
 the public. The government should have a committee to study the  
 business community's views. This committee should be made up of  
 members of the business community, members of the government, and  
 members of the public. The committee should report to the government  
 on the business community's views. The government should then  
 decide whether to accept or reject the business community's views.

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done (implicitly these are the common goals already mentioned).<sup>34</sup>

10. Training, as a managerial function, is the act of imparting special knowledge, technical ability, or special skills to subordinates. Its objective is greater effectiveness of the employee on his job. As such, it is a continuous process of preparation that is performed by management and finds its cause in either the shift of personnel from one task to another or the turnover of personnel within an organization. In some cases it may also find root in the need or desire to maintain an already attained level of effectiveness.<sup>35</sup>

Training is distinguishable from the next function, developing, in that the latter is a concept of growth, a continuing movement ahead. Training seeks as its end a specific level of proficiency. Hence it is essentially static, whereas developing is essentially dynamic. (This is not to say that training programs or methods are necessarily static, only that as a function it has the static as opposed to dynamic focus.)

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<sup>34</sup>Albers, p. 474.

Hodges, p. 66

Terry, pp. 6, 235.

<sup>35</sup>Albers, p. 144.

Broaded, pp. 13, 175.

Brown, paper.

Kountz, paper.

Terry, pp. 13, 415.

Civil Service Assembly, Employee Training in the Public Service, A Report of the Committee on Employee Training (Chicago, Illinois: 1941), p. 2.



Training pervades all levels of management although at the more senior level(s) it often becomes merged with development. However, there is no position in an organization where a manager is completely divorced from contact with the worker(s). In fulfilling this portion of the totality of the managerial functions he must, then, become involved in training. Even if such involvement is as simple a matter as indicating to a secretary the necessary routing for an inter-office memorandum.<sup>36</sup>

11. Developing, or the act of development, is a managerial function closely related to that of training. It is distinguished from training in that developing aims at the furtherance of managerial talents. It is a two-fold function in that it applies to individual managers as well as to subordinate managers. In essence it is the consciously or subconsciously directed growth of self or others in the managerial field.<sup>37</sup>

In application to the individual, developing means that the manager himself must continually develop his own talents, knowledge, and skills. These might include but would not be limited to such things as speaking and writing ability used to communicate; knowledge of his

<sup>36</sup>Brooked, p. 175.

Terry, p. 415.

<sup>37</sup>Albers, p. 79.

Lawrence A. Appley, "Management the Simple Way," Personnel (New York: American Management Association, January, 1943), p. 598.

Brooked, pp. 105-106.

Roosts, paper.

Terry, pp. 4, 14, 216, 221.

The first of these is the fact that the present system of  
 taxation is not only a heavy burden on the people, but it is also  
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organization, its policies, methods, procedures, philosophy, etc., and the keeping abreast of special skill areas such as data processing techniques. This is abundantly clear in that, if a manager possesses knowledge or skills and operates in several areas of an endeavor, he must keep abreast of such knowledge and skills. He must grow as they grow in order to retain his effectiveness or to increase it.<sup>38</sup>

With respect to others, development means the specific assisting of these people to either maintain or better performance as managers or to become managers per se. The preparation of an understudy to eventually replace the individual manager would be a valid concept of development of this type and serves as a specific illustrative example.<sup>39</sup>

The absolute presence of both factors involved in this function of developing are not readily demonstrable. In regard to the individual it can be assumed if effectiveness is maintained over a period of time encompassing changes or of it increases. With regard to subordinates it must be by implication that development is traced to an individual manager. If there is an increase in effectiveness or a noticeable change in

<sup>38</sup> Albers, pp. 79, 255.

Riegel, p. 3.

Report of a Round Table on Executive Potential and Performance, What Makes An Executive? (New York: Columbia University Press, 1955), p. 3.

<sup>39</sup> Appley, p. 598.

Broaded, p. 131.

Brown, paper.

Terry, p. 14.





performance for the worse it can be assumed that either the manager has done or not done his developmental task (or that the subordinate either does not want to grow or cannot grow any further). Where direct observation of this function with regard to subordinates is not possible it can then be determined by examining the circumstances for the presence of such factors as described previously.

12. Environment creating is the function whereby the manager contributes to the creation of a frame of reference for himself, his subordinates, his superiors, and all that surrounds each. The manager does not create this environment solely by himself, but he does contribute to it. This is done by the way in which his personality and actions manifest themselves and through his individual method of performing the other managerial functions. This is an all-inclusive function in that every other function affects it and in turn is affected by it.

The importance of environment creating is that it will directly affect such concepts as unity, harmony, initiative, motivation, imagination, efficiency, satisfaction, and so forth. It is obvious that each of these has an important contributory affect upon the success or failure of any individual or organization.

In its crudest sense this is the creation of working conditions. If refined to a concept of totality it assumes an all inclusive and all pervasive nature. Analogously, environment creating is the managerial function of contributing to the land, sea, and air that go to make up the world that is the organization.

Environment creating is, therefore; the general, as opposed to the specific, implementation of plans or policies; it is the side rather





than the direct effect of decision-making; it is the manner of communicating as much as the act itself and the form it takes. And so on. It is, reduced to its simplest, the totality of affects on and effects from the senses, preceptions, concepts, ideas, thoughts, actions, and other necessary facets of the total managerial role.<sup>40</sup>

13. Dealing with people is a constant process for the manager and it can be inferred that he must constantly utilize a knowledge of human behavior in every aspect of the totality of managing. Each of the functions that has been enumerated ultimately either deals with, has an effect upon, or results from people. This function could, therefore, be termed "peopling" since the manager performs in relation to, and as a result of, people. It will be left simply as a concept called "human behavior."

This function can be considered passive and secondary in that there is no direct manifestation of it as such. Any manifestation is coupled to some other function. This human behavior aspect of the managerial role seeks, broadly, to make people important as people through recognition of their individual and group differences as people. Conceptually such recognition is closest to coordinating in that both seek harmony. In this application, however, the type of harmony is that which is to be established between people as people as distinguished from people as being a part of the productive process.

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<sup>40</sup> Albers, pp. 236, 463, 537, 531.

Brown, paper.

Koontz, paper.

Koontz and O'Donnell, p. 9.



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In essence this is the function of relating how and why people feel as they do, react as they do, and are as they are, to the total world of the organization. Another term for this function would be human relations.<sup>41</sup>

The question of responsibility on the part of the manager for the functions dealing with human relations and environment creating is moot. It can be inferred, however, that responsibility is directly linked to these functions through the other eleven functions enumerated. If responsibility is coupled to any other function, such as planning or decision-making, and the functions of human behavior and environment creating also linked to such function, it appears valid to infer responsibility for these latter insofar as they affect or are affected by the function to which linked. It is similar to having a white and a yolk in an egg -- the two parts necessarily making up the whole even though both may be considered separately when dividing the whole.

The next section is a discussion of the stratification or levels of management.

<sup>41</sup>Albers, p. 567.

Broaded, pp. 12, 126.

Hodgas, pp. 72, 408.

Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, XXXIII, No. 1, January-February, 1955, p. 38.

Koontz and O'Donnell, pp. 425-426.

Longenecker, pp. 6, 278, 284-285, 378.

McGuire, pp. 164-165, 194.

Terry, pp. 14, 394-396, 397, 455-458, 462.

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### Levels of Managers

An attempt to determine or stratify the various levels of management with any degree of precision is very nearly impossible in a general application. Various authors who have written on this topic illustrate their works with levels that vary in depth from three to six. In the extreme they do not attempt to develop any levels -- merely drawing the distinction between managers and non-managers.<sup>42</sup>

For purposes of discussion the convention will be adopted that there are at least three general levels; each of which may be further subdivided.

The bottom or lowest level of management is that which is closest to the worker. The individual holding such a position is typically identified by such titles as foreman or supervisor.<sup>43</sup> This level may be considered to be that at which short-range plans immediately affecting operations are made. These would be detailed and immediately translatable into activity at the operative or worker level. It is at this level that direct observation of worker performance takes place; the day-to-day supervision of operations; and the assignments of specific tasks to personnel. This lowest level is best characterized by the

<sup>42</sup>Albers, p. 80.

Fayol, pp. 5-6, 9.

Hodges, pp. 80, 118-119.

Riegel, p. 3.

Dale Yoder, Personnel Management and Industrial Relations (3d ed., New York: Prentice-Hall, Inc., 1948), p. 270.

<sup>43</sup>Hodges, pp. 80, 101.

Roentz and O'Donnell, p. 344.





factor which places individuals in it one step above the operative or worker group.<sup>44</sup>

Care must be taken to point out that, even at this level, to be a manager the individual described need only fulfill the function or perform the role of a manager and bear the attendant responsibility. It is not necessary that a title be assigned indicating that such and such a position is that of a manager.<sup>45</sup> The thought is that a "manager may carry any one of many different titles" but the title is only expected to give some indication of the level and emphasis given to various functions performed -- not to clearly identify the individual having the title as a manager.<sup>46</sup> It is also worthy of some note that if promoted to this level from the rank and file it is generally thought to be because of leadership ability, the evidencing of good judgment, and the quality of individual performance as a worker.<sup>47</sup> The first two both being part of the managerial role.

A final note is that "the emphasis and time spent on the different management functions also vary according to the level in the organization."<sup>48</sup> That is, the functions remain the same, it is the degree

<sup>44</sup>Hodges, p. 99.

Longenecker, p. 5.

Yoder, p. 270.

<sup>45</sup>It is noteworthy that the Taft-Hartly Act places foremen, quite often considered as part of the work force, in the managerial category.

<sup>46</sup>Longenecker, p. 2.

<sup>47</sup>Koontz and O'Donnell, p. 344.

<sup>48</sup>Longenecker, p. 35.

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to which they are entered into that varies and uses the functions themselves.<sup>49</sup>

The in between, or middle level, is often characterized by such titles as general foreman or general supervisor, plant or shop manager, or some other indication of ranking above a foreman or other such descriptive title used to indicate the lowest level. Such title will generally also indicate that such ranking is below some other hierarchical level which is referred to here as the upper or top level.<sup>50</sup>

The planning range of middle management is longer than that of supervisory management, generally being more comprehensive and necessitating some implementation and detailing at a lower level before actually being transformed into an operative-type function. At this level an analysis of managerial performance at the lower level takes place as well as the review or analysis of reports which emanate from the lower level. Again, these characteristics serve only to describe the gradations involved in stratifying management and in no way change the managerial functions. Such functions being held as universal to the manager irrespective of the level at which he operates.<sup>51</sup>

<sup>49</sup> Fayol, p. 9.

Lepawsky, p. 5.

Longenecker, pp. 35, 279.

<sup>50</sup> Hodges, pp. 92-93.

<sup>51</sup> Ibid., pp. 91, 92-93.

Longenecker, p. 4.

Yoder, p. 270.



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The upper or top level of management is that -- top management. Here the planning horizon is typically longer range than at any other level; it is as far as can be accomplished but may become as immediate or short-range as desired or necessary. At this level evaluation of overall performance of major subdivisions of the organization takes place and it is at this level that broad policies or programs are instituted.

This is the area of the general view or trend as opposed to the specific; the province of the generalist as opposed to that of the primarily technical. Again, however, it is necessary to emphasize the universality of the managerial functions. Even at this level the same functions are performed as at the lowest. The only difference being that of the emphasis placed upon each.

A final general word of caution in regard to the stratification of managers. In many respects it is an option of the organization as to which strata a specific title for an individual will be assigned. There is, however, an element of confusion that may arise from the possible mixing of characteristics if one were attempting to determine levels. An example would be the person who would not only perform the mid-range planning and review of subordinate managers that is characteristic of the mid-level; but, who would also have the direct contact with some workers characteristic of the lowest level.

Here it would appear to be a matter of personal preference if one were to objectively assign this individual to a specific level. A reasonable approach would indicate that whichever characteristics were of primary importance should be used as the criteria for assignment to

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a particular level. For example, if an executive were only directly in contact with workers in a pursuit such as dictating letters or indicating work for clerk-typists to perform as a necessary part of the higher level function of managing a plant or major subdivision thereof the mid-level classification would, clearly, be more appropriate than the lower. This would be due to the relative importance of the characteristics even though formed from both levels. The point is that it is not necessarily an easy task to stratify managers along the broad guidelines set forth.

The convention adopted is that there are three levels. The lowest level is primarily the contact point with the worker; or the level at which operations cannot be further subdivided. The top level is that at which direct contact with the worker is minimized and above which there exists no other. The middle level is that which lies between the two extremes. This level is distinguishable in that managers at this level have a manager or a managerial level below them which they must appraise, review, develop, and otherwise oversee, just as these same things are done to them by some level above.

### SUMMARY

The functional role of the manager is a descriptive generalization of what an individual does as a manager. Such activities or functions are: planning, decision-making, communicating, commanding, directing, controlling, coordinating, organizing, leading, developing, training, environment creating, and human behavior. Coupled to these functions is responsibility for the quality of performance.





The various functions are performed at all levels of management in any type of enterprise. The convention being adopted that there are three broadly defined levels of management; lower, middle, and upper.

There is no attempt to place these functions in any order of importance due to the shift in emphasis that takes place in various types of enterprises and at various levels of managerial activity. The sum total of the preceding discourse has been the creation of a picture of what a manager does.



## CHAPTER II

### THE FUNCTIONAL ROLE OF FIRST SERGEANTS OR MASTER SERGEANTS (E-8) AND SERGEANTS MAJOR OR MASTER GUNNERY SERGEANTS (E-9)

#### Background

The enlisted pay grades E-8 and E-9 identify, for pay purposes, the two highest enlisted ranks in the United States Armed Forces. (E-9 being the highest enlisted rank.) Titles assigned to indicate the appropriate form of address as well as the pay grade (or level in the pay structure) vary in the services. In the United States Marine Corps (USMC) the title First Sergeant (1st Sgt.) or Master Sergeant (MSGt.) indicates an individual in pay grade E-8. The title of Sergeant Major (Sgt. Maj.) or Master Gunnery Sergeant (MSGt.) indicate those in pay grade E-9.<sup>1</sup>

These pay grades within the enlisted structure have their origin

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<sup>1</sup>U. S. Department of the Navy; Headquarters United States Marine Corps, Military Occupational Specialty Manual, Marine Corps Order P1200.7, 3 December 1965. (Reference cited hereafter as MCO P1200.7.) pp. 01/1-99/4.

U. S. Department of the Navy; Headquarters United States Marine Corps, "Luckey Board Report," Enlisted Rank and Pay Structure of the Marine Corps, 29 May 1958; (Reference cited hereafter as "Luckey Board Report"), pp. 1, 14, 17.

U. S. Department of the Navy; Headquarters United States Marine Corps, "Luckey Board Briefing," 19 May 1958.

The "E" prefix for a pay grade indicates that it is applicable to enlisted personnel whereas "O" indicates officer personnel. The numerical suffix indicates an ascending order of primacy. For example, E-9 is the highest enlisted pay grade, E-8 the next highest, etc.





in the report of the Cordiner Committee. This committee was appointed to advise the Secretary of Defense, in part, as to what adjustments in the existing structure (1956) might be needed to retain competent personnel in the upper grades of the enlisted structure.<sup>2</sup> At that time the highest enlisted rank was E-7, identified by the title of Master Sergeant or Sergeant Major in the U. S. Marine Corps. The former being oriented along the more technical fields and the latter being more of a generalist.

As a result of the committee's recommendations various legislation was proposed to the Congress; one portion of which was an expansion of the enlisted structure of all branches of the armed forces. This was one of the remedial actions intended to aid in retaining personnel in the upper enlisted grades. The legislation that was finally adopted was the Kilday Bill.<sup>3</sup> This provided, in part, for the establishment of two additional pay grades to be designated "E-8" and "E-9." The total numbers of personnel to be assigned to these grades was to be limited to two per cent and one per cent, respectively, of total enlisted strength in each service. That is, no more than two per cent of the total number of enlisted personnel in the U. S. Marine Corps could be in pay grade E-8 and no more than one per cent in pay grade E-9.

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<sup>2</sup>Report to the Secretary of Defense by the Defense Advisory Committee on Professional and Technical Compensation for Military Personnel, (Washington, D. C.: U. S. Government Printing Office, May, 1957).

<sup>3</sup>U. S. Congress, Public Law 85-422, 85th Congress, H.R. 11470; 20 May 1958.





The concept and implementation of such an expanded rank structure was varied among the services. Each differed in its specific view with regard to how this program was to be implemented. Within the Navy Department differences existed between the U. S. Marine Corps and the Navy. Each service was allowed to develop along its own lines, however, with regard to such implementation and utilization of this legislation.<sup>4</sup>

The Marine Corps' own study group on this subject, the Luckey Board, offered alternative concepts of such implementation and utilization.<sup>5</sup> The concept of implementation that was adopted was that selection for E-8 and E-9 was to be based on outstanding supervisory and leadership capabilities. Implicit in this was that these qualifications would be utilized to the utmost by personnel selected for these grades.<sup>6</sup>

<sup>4</sup>"Luckey Board Report," pp. 2, 5-7, 9-10.

U. S. Department of the Navy; U. S. Naval Personnel Research Field Activity, Staff Report Concerning Plans for Implementation of Pay Grades E-8 and E-9 by the U. S. Navy and Other Armed Forces (Task Assignment W4100.6.2, RS 58-21, September, 1958), pp. 5-17.

<sup>5</sup>"Luckey Board Report," pp. 13-17, 24.

<sup>6</sup>U. S. Department of the Navy; Headquarters United States Marine Corps, Policies Concerning Selection and Appointment to Ranks of First Sergeant and Sergeant Major, Marine Corps Order 1400.3, 17 December 1956. (Reference cited hereafter as MEO 1400.3.)

U. S. Department of the Navy; Headquarters United States Marine Corps, Sergeant Major/First Sergeant Duties, Green Letter Number 2-61, 21 April 1961; from Commandant of the Marine Corps to all Commanding Generals. (Reference cited hereafter as "Green Letter 2-61.")

U. S. Department of the Navy, Headquarters United States Marine Corps, Kilday Pay Bill (HR 11470), Green Letter Number 12-58, 4 April 1958; from Commandant of the Marine Corps to all Commanding Generals. (Reference cited hereafter as "Green Letter 12-58.")

U. S. Department of the Navy, Headquarters United States Marine Corps, Corps Policy Concerning Implementation of Pay Grades E-8 and E-9, Chief of Staff, C-1,





Consideration for promotion to these grades was to be given to those who had clearly demonstrated leadership and management capabilities to a high degree since these would be the prime tasks of personnel promoted. Also, the E-8's and E-9's would serve to bridge the gap between "the officer corps working at the executive leadership and management level and the NCO corps at the foreman level."<sup>7</sup> E-8's and E-9's were further identified as senior members of the foreman group with Warrant Officers and Limited Duty Officers filling the gap between the officer level and the noncommissioned officer level.<sup>8</sup>

One further refinement of this is that the E-8 is considered a "supervisor" of a limited portion of a functional field and the E-9 as a "manager" of a functional field. These fields are designated as "OF" for occupational field. Examples of such fields are: supply, motor transport maintenance, aviation maintenance, communications, and so forth. This concept would thus indicate an E-9 as a "manager" in the electronics field and an E-8 as a "supervisor" in a peculiar application of this area such as "HAWK" missile associated electronics.<sup>9</sup>

At present there are approximately 930 E-9's and 3300 E-8's in the U. S. Marine Corps. This is below the statutory limitations but at the limit established by the Department of Defense. These personnel are

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<sup>7</sup>U. S. Department of the Navy, Headquarters United States Marine Corps, Concept of E-8 and E-9 Program, G-1 internal policy, ASI-43v.

<sup>8</sup>Ibid.

<sup>9</sup>Mr. Casey, Occupational Analysis Branch, G-1 Division, Headquarters United States Marine Corps. Interview, 15 February 1966.





spread throughout approximately 38 occupational fields. They are not fixed by number as to field due to the changing requirements levied against these fields and the positions to which personnel of these ranks are assigned.<sup>10</sup>

In the following sections the functions of personnel in pay grades E-8 and E-9 will be described. The first description is in general terms and applicable to all personnel designated as 1st Sgt./1st Sgt. (E-8) or Sgt. Maj./1st Sgt. (E-9). The succeeding sections are selected specific examples of the day to day tasks performed by various of these individuals.

#### General Activities of Personnel in Paygrade E-8 or E-9

An individual of this rank will typically have the position of senior enlisted man in an organization or subdivision thereof. As such, he may be oriented primarily toward a special skill area or technical field, as in the case of a Motor Transport Chief or Data Systems Analyst. He may also be oriented along more general lines where he would typically serve as the senior enlisted assistant to the commanding officer of an organization as a First Sergeant or Sergeant Major.<sup>11</sup>

The general activities, or trend of action taken by such individuals, will be geared toward performance of regularly assigned duties. These,

<sup>10</sup> Maj. Saul, Enlisted Plans Section, G-1 Division, Headquarters United States Marine Corps. Interview, 19 January 1966.

<sup>11</sup> MCO P1200.7, pp. 01/1-29/4.

U. S. Department of the Navy, Headquarters United States Marine Corps, "M" Series Tables of Organization. (Reference cited hereafter as "M" Series T/O's.)





in total, would describe the generally normative behavior of such an individual whereas specific action taken will vary with regard to the circumstance, the individual, and the position occupied within the organization. It should be noted that additional duties may be assigned but these would not significantly affect the normative behavior being described. In a broad sense the duties performed will require directing, coordinating, supervising, and leading (as commonly used). More specific descriptions will follow further on in this discussion.

The activities of E-8's and E-9's emanate from what is described as the command section of an organization or subdivision thereof. This means that, while not exercising the prerogative of a commander or officer in charge (in the military sense), the position of such an individual is within the same structure as the aforementioned individuals with regard to the type of activities into which entered. To further clarify this it can be equated to the offices (main, functional division, or shop) of a business organization. The position can then be compared to that of one, who, by virtue of activities and formal organizational position, is essential to the activities of that office. Such a position would also be comparable to those who oversee such an office as opposed to being a worker.<sup>12</sup> The original order which promulgated the positions occupied by E-8's and E-9's today prohibited consideration or

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<sup>12</sup> "M" Series T/O's.

U. S. Department of the Navy, Headquarters United States Marine Corps, Promotion to Pay Grades E-8 and E-9, Marine Corps Order 1400.3C. 4 May 1961. (Reference cited hereafter as MCO 1400.3C.)

U. S. Department of the Navy, Headquarters United States Marine Corps, Enlisted Promotion Policies and Procedures, Marine Corps Order 1414.4, 3 April 1961.





categorization of such personnel as highly skilled workers.<sup>13</sup>

This same order, as does the current series of instructions, emphasizes the supervisory and leadership capabilities possessed by these individuals and indicates that such capabilities should be utilized to the utmost.<sup>14</sup> That such capabilities are so utilized is a moot point but job descriptions indicate that actions stemming from them are taken by E-8's and E-9's.<sup>15</sup> The stress placed upon those actions become, in fact, a distinctive characteristic of these high ranking personnel. Of particular importance, however, is the meaning of "leadership" or the act of leading in a particular manner.

Such meaning differs substantially from that which was discussed in Chapter I. In the military, "leadership" applies to moral responsibility upon the part of the individual; personal example of superior behavior and performance of duty; establishment of, and adherence to, standards for personnel development (both self and others); integration of the principles and practices of leadership into everyday routine; and effective organization and administration.<sup>16</sup>

<sup>13</sup> MEO 1400.3.

<sup>14</sup> The current order in this series is MEO 1400.3C; the series commences with MEO 1400.3 and continues through "A" and "D" suffices up to "C."

<sup>15</sup> MEO FL200.7, pp. 01/1-99/4.

<sup>16</sup> U. S. Department of the Navy, Leadership in the United States Navy and Marine Corps, Navy Department General Order Number 11, 1 May 1960.

U. S. Department of the Navy, Handbook United States Marine Corps, Leadership, Marine Corps Order 1610.41, 13 September 1962.





Leadership as defined in one branch of the military, is:

... the art, science, or gift, by which a person is enabled and privileged to direct the thoughts, plans, and actions of others in such manner as to command their obedience, their confidence, and their respect, and their loyal cooperation.<sup>17</sup>

and applies to the areas listed in the preceding paragraph.

Activities that are generally normative to the behavior of, and entered into by, all personnel in pay grades E-8 and E-9 are not easily categorized. One such universal activity is, with infrequent and general direction, "to make plans for, and coordinate and direct the work and training of subordinates at all levels."<sup>18</sup> Such activities to be entered into with groups or individuals, whichever is applicable.

Another specific activity area in which all of these high ranking enlisted personnel take part is that of administration.<sup>19</sup> Here the specific definition of the term "administration" is of prime importance.

When used in or by the military, including the U. S. Marine Corps, this term is defined as: "1. The management and execution of all military matter not included in tactics and strategy. 2. Internal management of units."<sup>20</sup> Within this definition there is another term of importance. The use of the term "management" as being synonymous with "administration" or as used to define this term raises the question of just what it means.

<sup>17</sup> Naval Leadership (2nd ed., Annapolis, Maryland: United States Naval Institute, 1959), p. 5.

<sup>18</sup> AFM 7-7, p. x.

<sup>19</sup> AFM 7-7, pp. 01/1-93/4,

<sup>20</sup> U. S. Government, The Joint Chiefs of Staff, Dictionary of United States Military Terms for Joint Use (Washington, D.C.: U. S. Government Printing Office, 1 February 1964), p. 2.





in the military by the use of this term.

"Management" can be considered to convey an everyday usage meaning such as one would gather from any standard dictionary. However, the exact definition, rather than the concept, which is a product of the individual mind, remains of paramount importance. In the military then, or at least the U. S. Marine Corps, the definition of "management" is that it is "the accomplishment of results by planning, organizing, commanding, and controlling the use of available resources."<sup>21</sup>

Persons in grades E-8 and E-9 also take actions, as normal to their duties, which may be described broadly as reporting and review. Such actions have the objective (s) of comparing actual performance with projected plans; determining a basis for work programs; estimating requirements; and reporting on these. These reporting activities need not necessarily take any specific form just as the reviewing activities need not be performed in any specific manner.<sup>22</sup>

Finally, there is a group of actions, taken either through initiative or as a result of being directed to a specific area of interest, which are generally characteristic of the activities of the two highest enlisted ranks. These would include plans of how to accomplish a given or self-originated project and would include the selection and specification of ways, means and resources to be utilized. In addition, the overall methodology of accomplishing the aim of the project and ensuring that

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<sup>21</sup>U. S. Department of the Navy, Headquarters United States Marine Corps, Manpower Control and Utilization Manual, Marine Corps Order P5310.6, 15 July 1963, p. 1/4.

<sup>22</sup>U. S. Department of the Navy, Headquarters United States Marine Corps, Marine Corps Management Improvement Program, Marine Corps Order 5200.3C, 25 May 1965. (Reference cited hereafter as MCO 5200.3C.)





it was completed as prescribed, by interjecting himself in whatever way needed in the manner necessary, would be included.<sup>23</sup>

In brief summary the actions of E-6's and E-9's can be said to aim at efficiency and economy of operations; general and specific organizational structures and procedures; the necessary extenuation of training of subordinate personnel with the aim of improving skills; overall efficiency; and the development of leadership (used in the military sense) to the highest degree possible in subordinates and the exercise of same by the individual.<sup>24</sup>

The importance attached to these various functions will fluctuate due to the expressed interests or desires of different commanding officers or officers-in-charge. The degree to which the individual E-6 or E-9 is held responsible for actions or omissions may also vary in accordance with this changing emphasis. However, such responsibility is apparent in that overall quality for such actions or omissions is considered in reports of duty performance.<sup>25</sup> Also, and more legally, the negative aspect is found to be covered by the punitive articles of the Uniform Code of Military Justice.<sup>26</sup>

<sup>23</sup> MCO P1200.7, pp. 01/1-99/4.

<sup>24</sup> MCO P1200.7, pp. 01/1-99/4.

MCO 5100.22.

<sup>25</sup> U. S. Department of the Navy; Headquarters United States Marine Corps, Marine Corps Personnel Manual, Marine Corps Order P5000.3, 13 March 1961.

<sup>26</sup> U. S. Government; Executive Order 10214 Prescribing the Manual for Courts-Martial, United States, 1951; Uniform Code of Military Justice (Washington, D. C.: U. S. Government Printing Office, 6 February 1951), pp. 298-387.

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Finally, it should be noted that the commander is generally held responsible for all actions taken or not taken by his unit. However, the individual members are also held responsible for their own actions or lack of action. (This note is intended to clarify the distinction between the concept of command responsibility and that of individual responsibility.)

The following sections are selected examples of what E-8's and E-9's do in specific occupational fields. They are intended to aid in building a word picture of the activities that personnel of these ranks are normally engaged in performing.

Motor Transport Chief (Master Sergeant, E-8; or  
Master Gunnery Sergeant, E-9)<sup>27</sup>

Typically the Motor Transport Chief is the Senior enlisted assistant to the officer in charge of a motor transport section of a Marine Aircraft Group, Marine Regiment, or similar sized unit. Other assignment would include a position of similar responsibility in an Overhaul and Repair Depot or at some level of field Maintenance and Repair Activity designated for the handling of this type of equipment.

A general summary of the overall tasks assigned to such an individual would be that of supervising the servicing, inspection, maintenance, repair, dispatching, and operation of vehicles.

A typical organization in which this summary of tasks would be performed is the Motor Transport Section of a Marine Air Base Squadron

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<sup>27</sup> U. S. Department of the Navy; Headquarters United States Marine Corps, "E-8/E-9 Conversion Criteria," Unpublished file obtained from Mr. Casey, Occupational Analysis Branch, G-1 Division, Headquarters U. S. Marine Corps. (Reference cited hereafter as "E-8/E-9 Conversion Criteria.")





which is designed to provide motor transport vehicle support for a Marine Aircraft Group. (The Marine Air Base Squadron is one of several operating and service support organizations found in an Aircraft Group.)

The rolling stock involved in such an organization would be in excess of 250 pieces of equipment which would range from 1/2-ton trucks through 37-ton tractor and trailer combinations. It would include various pieces of towed equipment such as cargo and water trailers and would, finally, have a number of service vehicles such as water, oil, and gasoline trucks.

The place of the Motor Transport Chief is that of principal assistant to the officer in charge. As such he is charged with the supervision of a large and diverse number of activities and personnel. Such personnel would have the special skills associated with the descriptive titles of motor vehicle operator, mechanic, machinist, clerk, electrician, dispatcher, and so forth.

The activities to be supervised would include preventive maintenance and repairs on vehicles and other rolling stock assigned to the section as well as the diagnosis of malfunctions and the correction thereof. Associated with this would be the proper use, application, maintenance, and servicing of tools and equipment that would have to be watched over. As a final point in this sub area of general maintenance would be the determination of the serviceability of parts, when necessary, or the assisting of subordinates in making such a determination.

The requisitioning of parts, equipment, and supplies (or supervision and coordination of such processes) is among the activities entered into by this individual. Involved in such is the proper timing of the numbers or amount of these items required for scheduled maintenance as well as to meet the demands of non-scheduled (such as a breakdown).





Additionally, the knowledge and the use of this knowledge with regard to procedures, forms, allowances, and so forth required for the procurement of supplies, equipment, and parts contribute to the totality of activities performed by this individual.

The establishment and maintenance of records, with clerical assistance, is another of the activities in which the Motor Transport Chief is actively engaged. Here again the use of proper forms, type and kind of entry, and all of the specific details of the record system(s) rest with him as to supervision, implementation, or execution. Such records would be maintained upon all pieces of vehicular equipment as well as on certain designated machinery and equipment used to maintain the vehicles.

Another facet of this individual's day to day involvement with paper is that of assisting in the drafting of plans, policies, and orders for all phases of the functioning of the section and/or its subsections. Included here would be the activities of rendering assistance with technical advice to the officer in charge or initiating such plans, policies, or orders. He would also become involved in the implementation of these as well as review of already existing procedures, etc.

The coordination of the various shop and specialized services involved in such a section is typical of but yet another facet of this individual's work. Such a system of shops and services would include a vehicle dispatch and ready for use subsection; a grease rack and service station type subsection; a paint shop; a machine shop; a body shop; and the section office.





Coordinative actions would include the proper timing of work through the various processes involved in repair or maintenance of a particular vehicle and the matching of new or repaired parts to the vehicle at the correct time so as to prevent delay in the process. Such actions would also include the required adjustment of work effort in and among the subsections so that the demands imposed by meeting a higher priority of need on another item could be met. Additionally, all of this must be integrated with the scheduled preventive maintenance to be performed on each piece of the total assigned equipment and the workload properly distributed throughout the section.

Utilization of items of equipment is another of the activities into which the Motor Transport Chief enters. Here he takes the necessary action to ensure proper release of equipment for assigned tasks. In so doing, the determination must be made that the equipment is adequate as to type, number, and size; in good working order, and operated by a properly qualified driver. In this area, as in the others mentioned, he is assisted by subordinate personnel and takes those actions necessary to that particular activity -- generally supervisory in character but more workmanlike if necessary.

A final activity area in which the Motor Transport Chief becomes consistently involved is that of personnel. Here he concerns himself with the assignment of individuals to shops or subsections of the motor transport section and, in some cases, to specific positions within these shops. He also will be found to make recommendations as to the future of these personnel with regard to ability and suitability for special





schools, promotion, or special pay awards. (Such recommendations being made to the officer in charge based on evaluation and projection of these characteristics with regard to the purpose thereof.)

A concluding note on the activities of this individual is that these general activities attributed to be characteristic of E-8's and E-9's (Second section of this chapter) which have not been specifically mentioned find their expression in each of the activities described in this section or in some form not described specifically herein.

Supply Chief Cluster Sargant. E-8; or  
Major Supply Sargant. E-9<sup>26</sup>

An individual bearing the title of Supply Chief would typically be found in any organization of battalion or Squadron size or larger within the U. S. Marine Corps. He would also be found as an integral portion of the supply department or section of a post or base operated by that service. (The units cited are representative of combat organizations whereas the post or base is a permanent geographical location at which units of the former type are normally stationed when not deployed to areas for training or combat.)

A summary description of the functions of this individual is that he assists in the direction, supervision, and coordination of major supply operations and related services of an organization or station.

More specific duties and tasks would include the administrative coordination of, and supervision over, the functioning of technical

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<sup>26</sup>"E-8/E-9 Conversion Criteria"





specialty supply sections such as electronic parts, aviation spare parts, and so forth. As a portion of the general activities in which this individual would be engaged would be those of coordinating and/or supervising the personnel and activities of the various subsections of the supply unit or section. Such subsections would be engaged in the procurement, receipt, storage, accounting for, issue, and disposal of government material and equipment. Coupled to this would be a responsibility, shared with an officer in charge, for the safeguarding and disbursement of government funds for material and services.

Additionally, this individual would assist the officer in charge of the unit in the preparation of regulations, plans, and policies as well as initiating certain of these of his own volition. His activities also include the implementation and detailed interpretation of these, whether from a higher level or generated internally, and the review of such plans, policies, and so forth and their attendant implementation.

Typically, he would also provide the necessary guidance and technical assistance essential to the procurement of services for transportation of supplies and equipment and the shipment of government property. In addition to the activities associated with government property he would also assist in the movement and storage of household and personal effects of military personnel as well as the transportation of these personnel and their dependents. The services and assistance associated with this area of endeavor would include determination of, and arrangement for appropriate transportation; preparation of cargo through packing, marking, and manifesting; and procedures for funding for the



particular form of transportation.

Another set of actions would be those undertaken by a Supply Chief that could be described as observation and reporting. Here he would find himself engaged in observing and reporting on the functioning of other, normally subordinate, units or subsections of his own organization. The objective(s) of such actions being to determine, or aid in determining, adherence to current policies and regulations. Activities in this respect would include the critical examination of procedures and practices to ascertain that a minimum utilization of manpower, material, and equipment, as well as funds, was being attained. And, if such minimum utilization is not being attained, to determine the reason therefor as well as to recommend specific methods of improving such under-attainment.

Finally, an individual of this rank and title will organize and administer supply activities; determine requirements for deployment of units to the field; and take the action necessary for the timely procurement and maintenance of stocks to support these types of endeavor. Included within this area would be the organization and administration of warehousing operations; a commissary store; and the associated procurement activities necessary to the functioning of these.

Again, all of these activities will be performed within the broader context of the generalized activities of all E-8's and E-9's.





First Sergeant, E-8; or Sergeant Major, E-9<sup>29</sup>

The 1st Sgt. or Sgt. Maj. is the senior enlisted man in an organization, either aviation or ground, of the U. S. Marine Corps. As such he is a general assistant to the commanding officer of such organization and is charged with the supervision of certain administrative aspects of training and operations within the organization. This supervision is performed in accordance with the individual's rank among other members of the commander's staff and as the commander directs.

Among the activities into which this individual enters is that of being apprised of all policies of the commander and disseminating information regarding such policies to the enlisted personnel of the organization. Additionally, he reports directly to the commander on the status of all matters pertaining to the efficient operation of the command; reviewing those brought to his attention or which he considers of primary interest as well as being subject to his direct concern or attention.

Another activity area is that of counseling with subordinate non-commissioned officers concerning the general effectiveness of the command on matters of particular importance. Among these would be the basic

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<sup>29</sup> MCO F1200.7, pp. 99/4, vi, ix, x.

"Green Letter 12-58."

"E-8/E-9 Conversion Criteria."

"Green Letter 2-61."

U. S. Department of the Navy; Headquarters United States Marine Corps, Personnel Requirements Criteria Manual, Marine Corps Order F1200.5, 21 March 1963, pp. 25/1-25/4.

# THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the Americas in search of a new home. These early pioneers faced many challenges, but they persevered and built a new society. Over time, the United States grew from a small colony into a powerful nation. It fought wars, made treaties, and expanded its territory. The story of the United States is a story of the American dream, of a land where everyone has the chance to succeed.

The early years of the United States were marked by conflict and struggle. The American Revolution was a turning point in the nation's history. It was a war for independence, a war to create a new government. The United States emerged from the Revolution as a sovereign nation, free to determine its own destiny. The years following the Revolution were a time of rapid growth and development. The United States expanded its territory westward, and its economy flourished. The nation became a world power, respected and feared alike.

The United States has a rich and diverse history. It is a story of many different people, many different cultures, and many different experiences. The United States is a land of opportunity, a land where everyone has the chance to make their mark. The history of the United States is a story of hope, of dreams, and of the pursuit of a better life.

Continued

The United States has a long and proud history. It is a story of the American people, of their struggles, and of their triumphs. The United States is a land of freedom, a land where everyone has the right to life, liberty, and the pursuit of happiness. The history of the United States is a story of the American spirit, of the American dream, and of the American way of life.

THE HISTORY OF THE UNITED STATES

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The United States is a land of many firsts. It is a land of innovation, of progress, and of achievement. The United States has led the world in many ways, from the first steps on the moon to the first steps in space. The United States is a land of opportunity, a land where everyone has the chance to succeed. The history of the United States is a story of the American dream, of a land where everyone has the chance to make their mark.



military training of all enlisted personnel; billeting; messing; cleanliness and upkeep of quarters and working areas; health and recreation; and any other matters concerning the morale of the personnel of the organization. Where necessary, with regard to this area, he takes action; directs appropriate measures that are to be taken; or recommends measures to the commander or other appropriate member of the staff.

Individual interviews and counseling of enlisted personnel on pertinent professional and personal matters that contribute to the efficiency of the command are another of this individual's activity areas. Such interviews and counseling would have, as their objective, the improvement of individual capabilities and basic skills in immediate subordinates or assistance of a more personal nature. Assistance to those having personal problems would be through reference to, or aid in, obtaining legal, financial, professional, medical, or other type aid.

The 1st Sgt./Sgt. Maj. also assists in supervision of clerical and administrative matters, particularly those which cut across the lines of subdivision within the organization. Examples of such would be assignment to guard or work details; assignment to maintenance of cleanliness in quarters; and assignment to mess duty (or KP). In addition he would assist in the control and coordination of the daily routines to be observed within the organization; which would include the time for meals, commencement and cessation of work, and any special events taking place.

Coordinating and assisting in the supervision of training functions and activities is another of the areas of activity engaged in by this





individual. An example would be ensuring that such activities are scheduled so that personnel can attend without interfering with other activities and that they do so at the times prescribed. Another example would be coordinating, as necessary, with regard to the utilization of a peculiar type of space such as a theatre, parade ground, or classroom as well as arranging for any peculiar type support necessary. This support might take the form of a public address system, a movie projector, or training aids or devices. Supervisory action would include monitoring formal instruction and observing practical work applications with the objective of ascertaining whether or not they were up to standards or possible of improvement.

Another area of the activities in which this individual becomes involved is ensuring that adequate billeting, transportation, and messing (food and facilities to serve it), are available and the follow-up action of ensuring the adequacy of these. He would also take the action necessary to correct for inadequacy or deviation from acceptable standards in any of these areas.

The 1st. Sgt/Sgt. Maj. will also occupy himself, at times, with the giving of advice and the making of recommendations. Such advice, in addition to that which has already been cited or implied, would typically concern itself with the general character of discipline and the specific application of disciplinary measures. In this instance the advice would be given to the commanding officer. Advice or recommendations would also be made with regard to awards of proficiency pay (a special compensation for job performance) and promotion of individuals up to and including





pay grade E-3.

Although not specifically normative in respect to day-to-day activities, this individual may be required to enter into, as the principal enlisted assistant, or to act independently, in all administrative, technical, and tactical matters in the unit. Here he would rely heavily on a high degree of leadership (as defined in the military); the ability to communicate ideas effectively; initiative; sound judgment; and personal industriousness as well as the capability of being able to work in harmony with seniors, contemporaries, and subordinates.

This diverse number of activities has one more facet, which, although not specifically or generally normative, can be used to illustrate his general area of anticipated behavior. This is -- when assigned to ground units he is expected to be capable of commanding such units in combat in the absence of officers (due to death or other type incapacitation). The importance of such an anticipated activity is that it has been made explicit rather than being implicit through succession in the chain of command. Also, it implies a breadth of already performed activities and knowledge.

Again, in each of the activity areas cited the overall content of leadership (as described and defined in the second section of this chapter) will be applied by the 1st. Sgt./Sgt. Maj.

#### Summary

The pay grades of E-8 and E-9 were created by public law and the individuals who occupy these ranks are assigned the title of First Sergeant/





Master Sergeant for pay grade E-8 and the title of Sergeant Major/Master Gunnery Sergeant for pay grade E-9. The grade E-9 is the highest of the enlisted pay grades and E-8 is the next highest.

The generally categorized activities of the individuals in these pay grades in the U. S. Marine Corps are leadership, administration, supervision, reporting and review. Leadership, as used in the military applies to or becomes manifested in: moral responsibility; personal example; personnel development; organization; and administration. Administration, in the military sense, includes the internal management of units. Management is considered to be "the accomplishment of results by planning, organizing, commanding, and controlling the use of available resources."

Finally, activities associated with various of the personnel in these two pay grades were described to help give a picture of the generally normative behavior of these people as individuals.



## CHAPTER III

### ANALYSIS AND CORRELATION

#### Rationale

In examining the nonmative functions of the manager, the totality of which make up the managerial role, and in further examining the activities of the 1st Sgt. or Wgt. and Sgt. Maj. or MCySgt. (personnel in pay grades E-8 and E-9 respectively) for possible correlation the method of presentation presents a problem. A problem of even higher order is that of correlating, either affirmatively or negatively, such activities without introducing bias.

It is believed, through reason or logic, that it can be determined whether or not correlation exists. The degree to which such correlation exists thereby becomes emphatic or absolute, dependent upon the limitations imposed by the various assumptions that have been made. Equally so, the degree of non-correlation becomes as emphatic as the fact of its non-existence or non-establishment. Therefore, no attempt will be made to establish a degree for this correlation, or lack of it, in the mathematical meaning of the terms.

Inherent in any method of analysis of the activities or functions of the two groups or categories of individuals (managers and senior enlisted personnel in the U. S. Marine Corps) that have been previously described are at least two danger areas. The first is that of either





forcing a fit or forcing a non-correlative relationship. Here, it is believed, the bias of the analysis would eventually become apparent. The second danger area is that analysis will be attempted on the basis of incorrect or insufficient data.

It is believed that the second danger area has been avoided in that sufficient data has been presented upon which to make an evaluation. The first area, that of bias, is always subject to the individual judgment of the reader.

### Process

The process of analyzing the information already presented concerning the functions of managers and the activities of the two highest enlisted pay grades in the U. S. Marine Corps, in endeavoring to demonstrate correlation, or the lack of it, will take as a point of departure the functions of the manager. From this established reference base this analysis will proceed to examine the activities of the aforementioned enlisted personnel to ascertain if there are parallel activities performed by both groups or not. This process will, therefore, attempt to answer the question: What evidence is there of the functional role of the manager in the activities of personnel in pay grades E-8 and E-9 in the U. S. Marine Corps?

### Analysis

1. Planning. The managerial function of planning can be considered as the process of determining what, when, how or by whom, and what for, in an enterprise. The use of the term "planning" is also found





in the description of the administrative activity performed by the subject enlisted personnel. In this second instance it is one of the included activities used to describe "management" which is in turn used to describe, or made synonymous with, administering (in the military meaning).

In the everyday concept of the term, "planning" conveys the idea of the formation of a scheme of action. Since "planning" has no peculiar definition of its own as applied to the military use of the term "management" (or "administration") it ("planning") must be accepted as being used in such an everyday manner. In this context, then, it can be interpreted as the answer to the question: What is going to be done (by myself and/or others), how is it going to be done, and what goal will be reached when it is done or is being done (why)?

"Planning" then, as a lesser included portion of administration, in the military meaning, closely resembles the managerial function of planning in that both indicate things to be done and the way in which they will be done. Examples of this activity are also found in the specific activities of these high ranking enlisted personnel that have been cited in Chapter II. Such examples would be typified by the adjustment of work effort among the subsections, by a Motor Transport Chief, to meet the demands imposed by higher priority work.

Implicit in this example, as in all planning, is the selection from among alternatives as well as the recognition of a specific objective and the determination of the ways in which it is to be attained. Equally implicit is the need to transmit the information concerning such an adjustment in work effort. Both implications also allude to two of





the other managerial functions. In the first instance, that of decision-making; and in the second, that of communicating.

2. Organizing. The term "organizing" also appears among the general activities performed by personnel in pay grades E-8 and E-9 in that it is among the included parts of "management" (which is used to describe the administrative functioning of these personnel). Again, there is no peculiar military definition of the term applicable to this usage and so an everyday concept of the term would appear to be meaningful. As such, the normally accepted meaning of organizing is that of forming people, items, or activities into a coordinated whole. The managerial function of organizing was previously described as the act of relating activities and the people that perform them to the desired objective and to each other.

The similarity of these concepts would suggest, though differing in wording, that the activity of organizing, as a managerial function, is the same as the activity of organizing which is a lesser included portion of the administrative functioning of the subject category of enlisted personnel.

There does not appear, however, to be a comparison or parallel between the lesser included activity of staffing in the managerial function of organizing and the activities of these enlisted personnel. The closest that the activities of personnel in pay grades E-8 and E-9 approaches this staffing portion of organizing (as the managerial function) is the varying latitude they might have in assignment of personnel to specific tasks. This does not appear to conform to the description of





staffing that was given in that this portion of the managerial function of organizing would include providing for personnel and their arrangement in the formal structure of the enterprise.

A certain degree of comparison can be made, or established, between the objectives of organizing, as a managerial function, and some of the activities of these high ranking enlisted personnel. Such objectives, in the managerial sense, being to provide for everything useful or essential to the enterprise. These objectives can be inferred as being sought by personnel in pay grades E-8 and E-9 insofar as they supervise or direct the activities of those who do provide such factors for the organization or subdivision thereof.

3. Communicating. This managerial function of transferring or disseminating information can be observed to be an essential portion of the leadership and supervisory activities of personnel in pay grades E-8 and E-9. It is also implicit in the reporting and review and administrative activities of these individuals. Such transfer of information being necessarily a part of any association with another person or persons in which the aforementioned activities took place.

The question most pertinent to this point, however, is whether or not such transfer is a result of, or germane to, the activities of these enlisted personnel as they act in organizations within the U. S. Marine Corps. Although not readily demonstrable, it is highly logical that such activities as enumerated in the preceding paragraph could only take place if there were a transfer of information in some manner. Other instances that are illustrative of this need can be inferred from the





various examples given of the activities of these enlisted personnel in specific fields.

4. Decision-making. This function, as performed by either the manager or the individuals in pay grades E-8 and E-9 has already been discussed, in part, under the "Planning" subtitle in this section. Decision-making is an implicit function. As such, however, it should be possible to infer it equitably, irrespective of the authorship of the function(s) from which such inference is made.

In the supervisory activities performed by the subject enlisted personnel decision-making can be linked to the degree of latitude they are given as to what is to be supervised and how it will be supervised. In particular the "how" of their supervisory activities would imply the making of decisions. This would appear to be valid if, even under the most stringent conditions, specific and detailed instructions of what to supervise were given to them. Under such conditions these instructions would have to be transformed into action and would thus necessitate a decision or a series of decisions.

In addition, the activities of comparing performance with projected plans, estimating requirements, and taking necessary action to achieve desired results that are performed by personnel in pay grades E-8 and E-9 appear to require decisions. Finally, the example of deciding to do either something or nothing in a given situation or set of circumstances, given as the simplest form of managerial decision, is readily inferred from the activities of these enlisted personnel.

5. Directing. This managerial function, considered to be akin





to the focusing of activities and differentiated from the function of leading in that there is no motivation necessarily coupled to it, appears to have some parallel in the activities of personnel in pay grades E-6 and E-9. Both forms of directing, cited earlier as constituting the managerial activity, appear to be evident in the activities of these high ranking enlisted personnel.

The first form of this managerial function was given as the implementation of policy or directives by the individual. The actions of the subject enlisted personnel appear to be closely linked to the implementation of military orders and regulations in that these establish the individual in the structural form of the organization and outline his prerogatives and authorities. In addition, these orders would conceptually fit the idea of policy in the managerial sense in that they are guidelines for action. Also, in processing downward through the authoritative structure of an organization they must, implicitly, be implemented at the various levels and by the respective people whom they affect.

Secondly, as the managerial action aimed at an individual to guide him along a pre-selected path, directing appears to manifest itself in the activities of these E-8's and E-9's. This form of that activity is specifically cited as being among the universally performed activities of these enlisted personnel. The exact words used were -- "direct the work and training of subordinates."

6. Commanding. This managerial function of personal control, which is closely related to coordinating and controlling, was likened to the giving of an order. Further it was linked to several of the





other managerial functions such as planning; the making of a decision, which would require adherence to the guidelines established by the decision; and is, as a form of transmitting information, necessarily a manifestation of communicating. This function was also distinguishable in that it is an action which can be considered separately from the purpose of the action.

There appears to be an implicit need to perform this function as a part of administering (in the military sense) by the subject enlisted personnel. The lesser included activities of planning, organizing, and controlling which constitute administering (or military management) would all appear to require some form of order giving. In addition to this the specific use of the term "commanding" is included among the constituent activities of military management. Commanding, accepted in the normal concept which closely parallels the idea of order giving, appears to be a part of the normal behavior or general activities performed by these enlisted personnel as a portion of their administrative functioning. (Care should be taken not to interpret commanding as used in this application with the description of the commanding officer of an organization.)

Further, from review of the specific functions or activities described as normal to selected fields of endeavor in which these enlisted personnel are found the act of commanding, or issuing an order, can be inferred. Also, the responsibility on the part of a subordinate to respond to such an order is evidenced by examination of the punitive articles of the Uniform Code of Military Justice.





7. Controlling. The managerial function of controlling, a corollary of coordination, was distinguished from coordination in that controlling deals with the various parts which constitute the entity sought by coordination or the entity created through coordination. As such, controlling was considered as dealing with the regulation of the present whereas coordinating deals with the way in which the project is created.

Evidence of these acts of compelling events to conform to an already decided upon objective, or channelizing of efforts, is found again in the specific use of the term "controlling" to describe the constituent activities which total the administrative functioning of personnel in pay grades E-4 and E-9. Once more there is no peculiar military definition of the term as used in the context so its meaning can be inferred to be that which is common or everyday. As commonly used, "controlling" is considered to be the exercise of direction over people or activities or the ability to regulate people or activities. Again, although differing as to wording, the similarity of ideas that exists between the managerial function of controlling and the controlling activity performed by the subject enlisted personnel suggests a parallel of such activities. This is especially apparent in that both groups are concerned with regulation.

That actions of this nature are performed by personnel in pay grades E-8 and E-9 is apparent in that they have, as part of their normative behavior, the interjection of self, in whatever way and whenever necessary, to insure completion of a project in the prescribed manner.





Again, this appears to fulfill the regulatory concept of control.

Included in the managerial function of controlling are standards and the actions to correct mistakes or errors that appear as deviations from these standards. These factors also appear to be evidenced in the reporting and review activities of the subject enlisted personnel.

Explicit in a number of activities performed by these personnel is that there are standards. Implicitly, the reporting and review category of activities will lead to, or becomes, the corrective action necessary to gain compliance with or adherence to standards.

8. Coordinating. The managerial function of coordinating was presented as the timed dovetailing of all operations to merge into a harmonious entity. This managerial function also appears to have a parallel among the activities of personnel in pay grades E-8 and E-9. Specifically this appears to be the implicit end of their activities of coordinating and directing the work of subordinates. The specific term "to coordinate" is used to describe this generally attributed normative function of these enlisted personnel.

Again, since there is no peculiar definition of the term, when used in the military application of this nature, the common meaning of the term appears applicable. Coordinating is commonly taken to mean placing in a due or equal order or place, to adjust proportionately so so that commensurate results are forthcoming. Thus, though differing in wording, these concepts appear to have a similar meaning as applied to the functions of these two groups of individuals.

In the managerial application of being the causative factor





necessary to achieve harmony and, in that it results from the proper interrelating of the various parts, coordinating appears to parallel the activities performed by personnel in pay grades E-8 and E-9. The combined total of the "coordinating," "directing," and "supervising" activities as well as those activities associated with review and reporting that are performed by these enlisted personnel appear to form this parallel. Each of these can be seen to contribute to the causative nature of managerial coordinating and each also assists in the proper interrelating of the various parts of the organization to which applied.

There is no apparent means whereby one could measure the degree of harmony, if any, created through performance of these functions by these senior enlisted personnel. They are performed, though, and when accomplished within the same general framework by one individual, their totality would equate with the managerial function of coordinating in that proportionate adjustment of activities being overseen would appear to parallel, conceptually, the managerial function of coordinating.

9. Leading. The managerial function of leading appears to be duplicated in the leadership activities of individuals in these highest enlisted pay grades. The military application of leadership (or the areas in which it becomes manifest) forms a nearly universal parallel to the activities engaged in by personnel in pay grades E-8 and E-9. Also, both groups of individuals to which this function is attributed have the same general concept for the meaning of this function. Such meaning being to get people to move along in a desired manner of their own volition. In the managerial meaning this is considered to be motivation.





By definition, though, this activity as performed by the subject enlisted personnel also includes this motivating factor -- or instilling in the individual the personal compulsion to act in the manner desired. The greatest distinction that can be made between these two activities, or rather this single activity as performed by two different groups, is the way in which motivation is described. For the managerial function of leading, motivating is described as having people act because they want to rather than because they have to. For the activities of the subject enlisted personnel which is categorized by the same title, motivating is described as the gaining of loyal cooperation and obedience. Taken together, this form of cooperation and obedience would appear to equal the managerial concept of motivation.

10. Training. This managerial function -- which is the continuous process of preparation of subordinates by imparting to them special knowledge, technical ability, or special skills -- has as its objective a specified level of proficiency or competency in such skill(s). As such, it appears to have a close parallel among the activities performed by personnel in pay grades E-3 and E-9 in the U. S. Marine Corps.

Specifically cited as one of the activities of this group of military personnel was the training of subordinates. Once more there is no peculiar definition of the term as used in this application by the military. In the everyday concept, then, this would conceptually be the process of making someone fit for a particular activity or position. Then, though differing in wording, this activity, as performed by these senior enlisted personnel, would appear to closely resemble the managerial





function of training.

Also, although not readily identifiable as a trend in the specific examples of the functions performed by those ranking enlisted personnel in selected areas this training function could be inferred from an examination of such activities. Although somewhat tenuous, the inference would be that constant exposure to the supervision and direction of these personnel would result in some increase in skill proficiency among those being supervised and directed.

The specific function of training that was presented as one of the general action areas normative to the behavior of these enlisted personnel appears to be more pertinent to this point. Again, an everyday concept of the term indicates that this function is performed by both the subject enlisted personnel and by managers under the same title.

11. Developing. This managerial function is a concept of growth in either self or others and, to be complete, encompasses both. A comparable function is not readily apparent among those activities considered normative to personnel in pay grades E-8 and E-9. However, somewhat circuitously, it does appear to be present.

The objectives of the activities of these enlisted personnel were cited as being, among other things, the development of leadership in subordinates and in self to the highest degree. In that leadership applies to the development of personnel, it could be inferred that side issues or objectives of the activities in which leadership is exercised would include the development of personnel through either design or chance. And, more importantly, such inference would indicate that some activities





must be directly aimed at such development of subordinates by these enlisted personnel.

The everyday use of the term "development" now appears to be relevant to this point. In such everyday use "development" is most probably thought of as the perfection of something -- its maturing. This area of activity performed by these enlisted personnel would then appear to be similar to the managerial activity of developing in that aiding in maturing by the former group implies the growth concept of the latter group.

Also, an inference can be drawn from the earlier discussion of responsibility in regard to the subject enlisted personnel. This inference is that if there is not sufficient continuous growth to maintain at least some degree of competency in a position the individual will be held responsible for lack of development. This would imply that development of self must, or does, take place.

12. Environment creating and dealing with people are both managerial functions that stem from the existence of the manager within the organization. The former is the contribution made to the general atmosphere of the organization and the latter is the impact or effect on the people in the organization by the manner in which the functions are performed by the manager. Since both of these are derivatives, and not distinctly separate from any of the other functions, they can only be inferred from the actions attributable to the specific function areas.

To find a parallel to environment creating among the activities performed by personnel in pay grades E-8 and E-9 is only possible wherein



these activities contribute to the general environmental character of the organization in which the individuals are located. There is no direct evidence of such contribution but it can be inferred that any activity performed by an individual must necessarily have some influence upon the environment in which it is performed.

It is apparent that these senior enlisted personnel also deal with people because their activities are necessarily caused by, or performed relative to, people.

13. Level at which activities are performed. There is some evidence that personnel in pay grades E-5 and E-9 receive guidance and direction from some source senior to them in the hierarchy of the specific organizations in which they are positioned. Additionally, there is an indication that they pass on guidance and direction to personnel subordinate to them.

Finally, there is some indication that these enlisted personnel assist others to develop so as to maintain or increase competency and are, themselves, assisted to grow in this manner. However, these are little more than general indications and it does not appear possible to draw any parallel between the position of these enlisted personnel in the hierarchy of an organization and that of a manager.





## CHAPTER IV

### CONCLUSIONS

#### Assumptions

Any endeavor of the nature of this work implicitly rests upon a multitude of assumptions. The majority of these can be grouped under the heading of conceptual. That is, that the words used by the writer manage to convey the concept he holds in his mind to the mind of the reader. Outside of this general area, there are two assumptions upon which this paper is fundamentally based.

The first assumption of importance is that the managerial role has been accurately or at least reliably constructed through description of the various normative functions of the manager. The validity of this assumption, rests in great part, on the validity of the writings of the cited authorities. For the remainder, it rests with the degree to which these writings have been appropriately interpreted or the degree to which appropriate inferences have been drawn.

The second assumption is that the activities generally characteristic of First Sergeants or Master Sergeants (pay grade E-8) and Sergeants Major or Master Gunnery Sergeants (pay grade E-9) in the U. S. Marine Corps have been accurately and reliably presented. The validity of this assumption rests with the accuracy of the referenced sources from which these activities have been drawn and upon the interpretive abilities of



the writer. These abilities have been aided by approximately ten years of experience as a commissioned officer on active duty in the U. S. Marine Corps. It should be noted that observations based upon this experience have been limited but it is believed that they have been of benefit in validly presenting these activities.

### Conclusion

The intent of this project was to determine, if possible, if a managerial role existed for personnel in the two highest enlisted pay grades within the U. S. Marine Corps. The method of doing this was to attempt to parallel the activities of these personnel with the normative activities or functions of managers.

Analysis of the activities of these two groups and the attempted correlation of activities, based on the managerial functions, leads to a conclusion of strong similarity in functioning between these two groups in the areas described. In some cases the activities of the enlisted personnel were inferred but not without some supportive logic. In other cases such inference was equally applicable to the managerial function also.

The separate categories of activities performed by personnel in pay grade E-8 and E-9 did not correspond exactly with the functions of managers. However, many of the activities of the former group had multiple applications or implications when compared to the separate and distinct managerial functions and were applied to form a parallel accordingly.





It is believed, therefore, that due to the strong similarity in activities performed by these two groups that there does exist a distinct and definite managerial role for the First Sergeants or Master Sergeants and Sergeants Major or Master Gunnery Sergeants in the U. S. Marine Corps.

The major problem area in comparing the activities performed by these senior enlisted personnel and the activities performed by managers appears to be of semantics. Military versus managerial terminology would be, perhaps, the most succinct description of this problem.

#### Limitations

This conclusion is limited by the validity of the basic assumptions. It is also limited by the extent to which individuals actually perform or enter into the activities attributed to be normative to their group behavior.

A third limitation is that of strata to which this managerial role for the enlisted military personnel should be attributed. It is believed that insufficient data has been presented to assign this role to any particular managerial level.

#### Suggested Areas of Further Endeavor

Several areas of further endeavor applicable to this subject area present themselves to the mind of the writer. The first of these is that of placing these enlisted personnel within defined managerial strata or levels. Another area of interest would be a further study, through observation of a representative sample, of exactly what the activities performed by these enlisted personnel are. This would be to verify, in



essence, the attributed normative actions presented in this work.

Other areas that are suggested have to do with training and selection of personnel for these pay grades. Study could center around how well these personnel are trained for this managerial role with particular attention to their managerial functioning as opposed to military or technical skill areas. Selection procedures might well be studied or examined for their impact on, or relationship to, this managerial role.

A final area of study, which in part deals with the problem of stratification, is how far this managerial role extends downward within the enlisted rank structure. This area suggests itself because of the similarity of functions performed by personnel junior to those in pay grades E-8 and E-9 with those performed by personnel in those pay grades. There is a strong suggestion that this managerial role might well extend downward through several pay grades.





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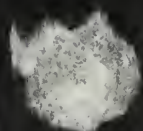
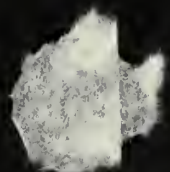
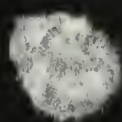
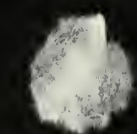


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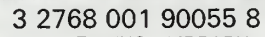






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